

## Gifted and Talented: Student Learning Objectives

When creating an objective statement, teachers should select a model from the SLO bank (gifted and talented examples are available) and adjust to add appropriate rigor, including for students in magnet programs. Adjustments should include standards that require students to use high-order thinking and may include above grade-level standards when appropriate.

Gifted students may go beyond the scope of a grade level learning standard or performance-based task when that task is adjusted through depth and complexity.

## Examples of Depth and Complexity

- Language of the Discipline: The formal language of the content needed by students to rigorously access content
- Big Ideas: Includes generalizations and major themes
- Details: Features, attributes, and characteristics
- Rules: Refers to structures, relationships, and organizational elements
- Patterns: What predictions can be made based on past events?
- Trends: How do political, social, economic, or religious factors affect or create a pattern?
- Unanswered Questions: What remains uncertain?
- Ethics: What moral values are involved? What biases exist?
- Changes over Time: What can be learned by looking at the past, present, future?
- Multiple Points of View: How does point of view affect perception? What are opposing views?
- Across the Disciplines: What relationships can be made to other subjects, between and across disciplines?

## Adjusting PBTs using Depth and Complexity

### Elementary PBTs: Fourth Grade Literacy (District Sample)

Writing Prompt: Write an informational essay to explain why people around the world are eating bugs.

### Open-ended Performance-based Task Stem

Students will (thinking skills) the (dimension of differentiation D/C) related to the study of (content). Students will demonstrate their learning by (product choice).

Differentiation can occur using the original PBT and can be captured within the rubric with expectations for multiple sources, perspectives, et cetera.

## Adjusting SLOs using Depth and Complexity

### Elementary SLOs: First Grade Math (District Sample)

All students will be able to make sense of and solve word problems orally and in writing

### Elementary SLOs: Fourth Grade Literacy (District Sample)

All students will effectively engage in a range of collaborative discussions to

### Middle SLOs: Seventh Grade Literacy (District Sample)

All students will be able to draw evidence from text to support written analysis and

involving addition and subtraction within 20. They will be able to justify and explain orally and in writing their strategies and reasoning using objects, drawings and equations.

**Elementary SLOs: First Grade Math**

(Suggested Adjustments for Gifted Learners)

Students will be able to make sense of and solve word problems orally and in writing (in words or pictures) involving addition and subtraction beyond 20 as well as multiplication and division within and possibly beyond 20. Students will communicate accurately their reasoning using both the language of the discipline and the properties and rules used in solving equations.

**Adjusted Performance Criteria**

1. Students solve word problems within and beyond 20 that involve adding-to, taking-from, multiplying and dividing and comparing situations in which the result, change, or start is unknown using objects, drawings and equations.
2. Students demonstrate an understanding of content language when communicating their reasoning related to the properties used in solving equations orally and in writing.

summarize texts and write informative/explanatory pieces.

**Elementary SLOs: Fourth Grade Literacy**

(Suggested Adjustments for Gifted Learners)

Students will write informative/explanatory pieces analyzing the specific details, features, attributes or characteristics embedded into multiple texts and use their written analysis to effectively engage in a range of collaborative discussions using precise language.

**Adjusted Performance Criteria**

1. Students demonstrate their ability to summarize as well as demonstrate a thorough understanding of the main idea or the theme of multiple texts by participating in collaborative discussions of the big ideas in which they use textual evidence to explain their understanding and to support their claims.
2. Students write skilled informative/explanatory pieces which effectively analyze a topic from multiple sources using relevant components of depth and complexity such as big ideas, patterns, multiple perspectives, ethics, and/or trends (select appropriate depth and complexity components based on texts) which is

interpretation after reading literary and/or informational text.

**Middle SLOs: Seventh Grade Literacy**

(Suggested Adjustments for Gifted Learners)

Students will examine topics across disciplines and from multiple perspectives when drawing on text evidence to support written analysis and interpretation after reading literary and/or informational text.

**Adjusted Performance Criteria**

1. Students cite several pieces of textual evidence to support analysis and draw inferences from increasingly complex multiple text sources across content.
2. Students draw evidence from literary and informational texts to support analysis, reflection, and research.

clearly developed with supporting textual evidence.

3. Students engage effectively in collaborative discussions, posing and responding to questions, building on others' ideas to generate new ideas connected to prior knowledge supported by textual evidence.
4. Students will be able to identify relevant source material.